

Need Assessment of the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools Under the Office of the Basic Education Commission

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Abstract

The purposes of this article were 1) to study the current condition, the need for developing a growth mindset to strengthen the learning management of primary school teachers, and 2) to study guidelines for developing a growth mindset to strengthen learning management among primary school teachers under the Office of the Basic Education Commission. There were 2 stages of research: Step 1: Study the current conditions. It is necessary to develop a growth mindset to strengthen the learning management of primary school teachers. The sample consisted of 427 primary school teachers in the academic year 2022 derived by multi-stage sampling. Step 2: Study ways to develop a growth mindset to strengthen learning management among primary school teachers under the Office of the Basic Education Commission. The group of informants is qualified by studying the best practices of 5 persons by specific sampling. The research instruments were 1) a 5-level estimation scale questionnaire, 2) a semi-structured interview form, and 3) a 5-level estimation scale development guidelines assessment form. Statistics used to analyze data include means, standard deviations, priority sorting of PNI_{modified} data, and content analysis. The results of the research showed that 1) the overall current condition and the overall aspect are moderate, and the overall desirable conditions are substantial. It was found that the growth mindset strengthens teachers' learning management. There is a need for development in all 6 areas. In order: Learning efforts, Acceptance of failures, Acceptance of criticism, Learning challenges, Development paradigms, and Motivation for success. 2) Approaches to developing a growth mindset to strengthen the learning management of primary school teachers under the Office of the Basic Education Commission. This can be done by developing all 6 items and 20 approaches. There are development methods that consist of workshops, and learning from other people. Integration in operations, Self-study, Building a professional learning community, Counselor, and Mentoring.

Keywords: need assessment, growth mindset, learning management, primary teachers

1. Introduction

Education is an important mechanism for improving the quality of society because education is the process of developing individuals to be ready to be a strong force in social development. For the management of the study, teachers play a very important role, especially primary school teachers, because they are responsible for laying the foundation for student development. Therefore, teachers need to develop themselves to be ready for personality. Key attributes for becoming a teacher learning management skills awareness of being a learner and self-development. The key is to have a growth mindset with self-development with determination. Confidence that individuals can develop through challenging situations while remaining determined. Remain committed pay attention, and stick around, persevere, adjust learning to achieve a goal. One of the goals of thought is that some people may have a fixed idea. People with this type of mindset tend to want to look smart and often get rid of challenges (Dweck et al 2014). The concept of the Growth Mindset is a psychological concept developed by Dweck (2006). From the early studies on the Implicit Theories, the beliefs of people were divided into 2 and (Incremental Theory) those who believed that human attributes or intelligence could develop (1. groups 2) Entity) ce were inscribed tightly and could not be changed those who believed that human attributes or intelligence (Blackwell et al) (Theory 2007; Dweck et al., 1995). Later, it developed into the concept of mindset, which is now

generally accepted as the Growth Mindset. It can affect people's success or not. The obstacles of confronting challenging changes are often the reason for the mindset, beliefs, and ways of thinking that affect a person's perspective, attitude, and behavior. There are 2 types: (1a fixed mindset, which is the belief about a person's ability to be fixed and unchangeable, which results in a person avoiding obstacles, fear of difficult things, and challenges, often abandoning and emphasizing success rather than process, and (2a growth mindset that is a belief about a person's ability to develop. As a result, the person is determined. Try to develop fun, motivated, ready-to-face challenges, and care about learning. Be patient, self-guided, and evaluate their processes. Find inspiration from others' achievements, listen to others' criticisms, and lead to self-adjustment. Adjust the way you work and put in the effort. And pay attention to the work process until reaching the goal (Dweck, 2006).

Therefore, it is important to develop a growth mindset to strengthen learning management for teachers in the organization. This enables the participants to understand the growth mindset and dare to overcome mistakes, have a proactive work perspective, and have a positive attitude. This mindset will enable teachers to succeed in managing learning and creating better outcomes. Through growth mindset development programs and activities, teachers who undergo growth mindset development will understand how to create a growth mindset to manage learning on their own. They can use a growth mindset to develop learning management to various situations in their work to create effective and sustainable results. Teachers are a very important group of people in educational management. Therefore, the quality of teachers reflects the quality of learners, which is the quality of the learners as a whole. For this reason, the mechanism of continuous teacher development is important to maintain the quality of education. It was found that the country with high achievement, there is a mechanism for developing strong teachers with good work processes, such as good planning with proper organization management in line with the objectives and goals of the plan (Organizing), effective policy implementation (Leading) and effective evaluation (Evaluation), the school will be able to develop towards the achievement of the goals effectively (Chansirisira, When considered in detail .2022, it is found that there is a development process Phanlert) that is characterized by the creation of teacher learning communities or teacher networks, (2015 including, preparing the next generation of teachers for a good growth mindset directly impacts student Dweck) achievement, (2006).

In addition to the instructor must have a self-growth mindset. Teachers also need to have a mindset and belief towards 4 principles for the learners in the right direction namely; (1) Believe that all learners are valued and deserve praise, (2) All learners can learn. (3) All learners can learn and succeed, and (4) All learners have the potential to develop themselves to succeed on their own. These ideas and beliefs will affect learning management to strengthen the growing mindset of teachers (Goldberg, (2016.said (2016) Compliant with Hoffer and Sampson influence and affect students whether it is a that the characteristics of teachers who exhibit behavior directly Therefore .positive or negative attribute, the characteristics of teachers with a growth mindset will inevitably affect the growth mindset of teachers as well, ffect learning because having a growth mindset of teachers will a management behavior and learning management behavior will affect the learning experience that students will receive (Nuengchalerm, (2013. For this reason, teachers need to learn and develop themselves into people with a continuously growing mindset. Because students who have learned with instructors have developed skills to strengthen the growth mindset. Better academic performance than students who study with instructors who do not develop teacher growth mindset skills. In the past, developing teachers to have a growth mindset to strengthen learning management. There was no clear program for teacher development. According to this importance, the researcher is interested in studying desirable condition and guidelines for developing a growth mindset to strengthen the learning management of primary school teachers under the Office of the Basic Education Commission to provide background information for developing a growth mindset development program for them.

1.1 Objectives

- 1) To study current, desirable conditions, the need for developing a growth mindset to strengthen the learning management of primary school teachers under the Office of the Basic Education Commission.
- 2) To study guidelines for developing a growth mindset to strengthen the learning management of primary school teachers under the Office of the Basic Education Commission.

2. Scope of the Research

This research examines the needs and approaches of developing a growth mindset to strengthen the learning management of primary school teachers under the Office of the Basic Education Commission, Thailand. It is divided into 2 stages: 1) Study the current & desirable conditions, and 2) Study the development of a growth mindset to strengthen the learning management of primary school teachers Under the Office of the Basic

Education Commission, Thailand. The scope of research is as follows:

2.1 Scope of Contents

Elements and Indicators of Growth Mindset

The ever-evolving paradigm consists of 5 indicators, these include: 1) The view of one's own belief that potential can be developed, 2) Understanding of the conceptual frameworks, 3) Perspective change, growth mindset, and positive attitude adjustment, 4) Positive communication with oneself and learners, 5) Lifelong love of learning.

The Learning management challenges consist of 4 indicators, these include: (1) Exposure to challenges; 2) Setting learning management goals 3) Being brave to face problems and obstacles 4) Moving beyond the comfort zone to the growth zone.

The aspect of accepting failures and mistakes in learning management consists of 3 indicators, these include: (1) Accepting and learning from mistakes. 2) Dare to face failure 3) Use the power of the word "yet" to manage learning

The Learning management efforts consist of 3 indicators, these include: (1) Dedicating time to learning management, (2) Cultivating effort and potential of the brain that can develop, (3) Focusing on effort and process.

The Open-minded side accepts; Criticism of learning management consists of 4 indicators. These include: 1) Being open to criticism and listening to other people's opinions, 2) Providing feedback on learning management, 3) Providing constructive feedback in the learning management process, 4) Allowing students to exchange opportunities to take turns giving feedback on presentations or performances of their classmates.

The Inspiration from others' success consists of 4 indicators, these include: 1) Being open to accepting the success of others, 2) Focusing on praising efforts and processes, 3) Finding other people's achievements to inspire, 4) Encouraging learners to have a chance of success in learning.

The 70: 20: 10 framework and the transfer of learning (Johnson et al 2018). It consists of 70% (1) is learning from integration into work 20% (2) is learning from working with others, and 10% (3) is training or self-learning.

2.2 Population and Sample Scope

The population is 251,490 Thai primary school teachers in the first semester of the academic year 2022 from a total of 27,040 schools (Office of the Basic Education Commission, 2021)

The sample group is primary school teachers under the Office of the Basic Education Commission, Thailand. It is used to study the conditions of need necessary for development. 427 participants were obtained through Multi-stage Random Sampling. The minimum sample size was determined using Yamane's (1967) formula, which is a formula for calculating a sample size proportional to 1 group, assuming a proportion equal to 0.5 and at a confidence level of 95%.

Informants are 5 teachers by purposive sampling who have best practices in organizing learning about a growth mindset. The researcher provided the following qualification criteria: (1) Have learning management experiences and thinking with qualification criteria, i.e. a master's degree or an instructor with at least 5 years of work experience, or an academic position holder with academic status or higher, (2) Have received at least 3 national awards.

The group of informants is 10 qualified persons by purposive sampling for assessment of suitability and feasibility of developing a growth mindset to strengthen teacher learning management. The researcher has the criteria for determining the qualifications of the qualified persons as follows: 1) At least 10 years' experience in Educational Administration, Academic Supervision, and Teaching.

3. Research Framework

Components of a Growth Mindset for Enhancing Learning Management of Teachers in the Primary schools. The researcher synthesized the components of the program from documents and research related to the concepts of Dweck (2006); Heggart (2015); Dweck et al. (2014); Brock and Hundley (2016); Dweck and Yeager (2019); Hoskins (2019); OECD (2021); Wilson and Conyers (2020); Elliott-Moskwa (2022); and Puvitayaphan (2020) consisting of 6 components and 21 indicators.

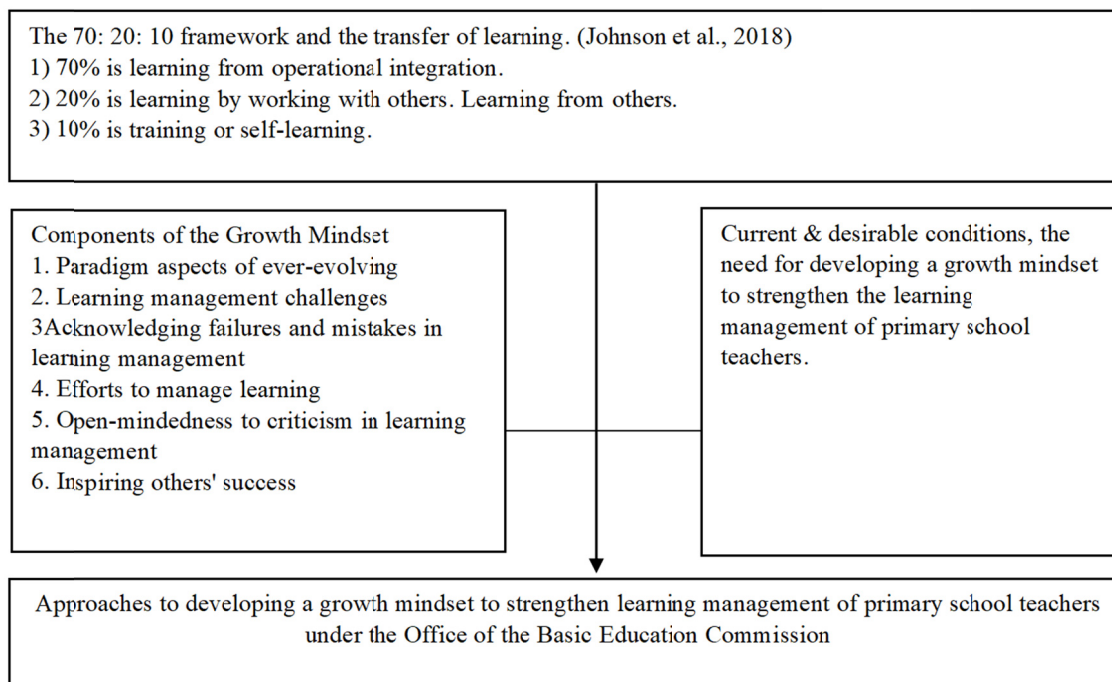


Figure1 . Conceptual framework for research

4. Procedures

Step 1

Current & desirable conditions, the need for developing a growth mindset to strengthen the learning management of primary school teachers.

1) The population is primary school teachers under the Office of the Basic Education Commission, the number of primary school teachers in the first semester of the academic year 2022 from a total of 27,040 schools, totaling 251,490 students (Office of the Basic Education Commission, 2021).

2) The sample consisted of 427 elementary school teachers under the Office of the Basic Education Commission, which was obtained by Multi-stage Random Sampling with a minimum sample size using Yamane's formula (Yamane, 1973) at a confidence level of 95%.

3) The research tools are questionnaires on current and desirable conditions to develop a growth mindset to strengthen learning management among primary school teachers. The Likert scale is divided into 2 parts as follows: Part 1: Information about the status of the respondents as a check-list Part 2: A questionnaire about current and desirable conditions to develop a growth mindset to strengthen the learning management of primary school teachers.

Conduct questionnaires on current and desirable conditions to develop a growth mindset to strengthen primary school teachers' learning management by 5 experts were asked to check the consistency between the questions and objectives of 70 questions with an IOC value between .01-8.0

The questionnaire was tried out with 50 non-sample elementary school teachers to determine the classification power using Pearson's simple correlation coefficient. It was found that the current condition has a confidence value of .963.0 and a classification power value from .256.0 to .882.0, and a desirable condition has a confidence value of .969.0 and a classification power value from .311.0 to .724.0

4) Data collection by the researcher submitting a questionnaire on current conditions desirable conditions regarding the growth mindset to strengthen the learning management of primary school teachers and a letter requesting cooperation in answering questionnaires from the Faculty of Education, Maharakham University to the school to clarify the objectives and related details and request permission to use questionnaires to collect data for research purposes.

5) Data analysis, analyzed by evaluating with mean and standard deviation from the sample questionnaire data.

The criteria for interpretation, as follows (Srisard, 2010)

- 4.51-5.00 means current/desirable condition at the highest level.
- 50.4-51.3 means current/desirable condition at a high level.
- 50.3-51.2 means current/desirable condition at a moderate.
- 50.2-51.1 means current/desirable condition at a low level.
- 50.1-00.1 means current/desirable condition at least level.

To take the data obtained from the analysis of the current condition. Develop a growth mindset to strengthen learning management among primary school teachers using the Modified Priority Needs Index (PNI_{Modified}) data priority sorting model of (2015) Wongwanit $PNI_{Modified} = (I - D)/D$

PNI_{Modified} Refers Modified Priority Need Index

I Means of Important

D Means of Degree of success

Step :2

Study the development of a growth mindset to strengthen learning management of primary school teachers under the Office of the Basic Education Commission.

- 1) Study on ways to develop a growth mindset to strengthen learning management among primary school teachers by synthesizing papers and research related to the development of guidelines.
- 2) Draft guidelines by in-depth interviews with experts are as follows:

The informants are 5 highly qualified teachers by purposive sampling was conducted using the research method Qualified teachers with Best Practice. The tool is a semi-structured interview divided into 3 parts: Part 1 General Information, Part 2 How to develop a growth mindset to strengthen teacher learning management, and Part 3 How to develop a growth mindset to strengthen learning management of primary school teachers. A quality check was conducted by 5 experts with a conformity analysis (IOC) on a case-by-item basis, which was found to be between 0.80-1.00.

Collection of Information I coordinated with teachers with best practices for information courtesy and telephone coordination. Set the appointment date and time for interviews with relevant parties by using the prepared interview form by taking notes. Use a voice recorder and camcorder.

Data analysis using content analysis by analyzing data with content analysis techniques to interpret, categorize and present descriptive information.

- 3) Examine the draft guidelines for developing a growth mindset to strengthen the learning management of primary school teachers. The assessment is based on the inquiry form which is detailed as follows:

The group of informants is 10 qualified persons by using a specific selection method, divided into academics from higher education institutions with performance, papers and research on the development of a growth mindset to strengthen learning management of primary school teachers namely, 3 primary teachers, 3 school administrators, 3 academics in supervision education, and 1 teacher who are practitioners and have experience in strengthening the growth mindset of teacher learning management.

Tools are suitability and feasibility assessments and guidelines for developing a growth mindset to strengthen teacher learning management. It consists of 6 aspects and 20 approaches. The rating is based on a 5-level Likert's scale.

- 5 means suitability/possibility is at the highest level,
- 4 means suitability/possibility is at a high level,
- 3 means suitability/possibility is moderate,
- 2 means suitability/possibility is at a low level,
- 1 means suitability/possibility is at the least level.

Data analysis uses expert approach assessment scores to analyze

qualitative and quantitative data and by averaging the standard deviation of the guideline, which is based on rhyme of the approach that experts agree on them.

5. Results

Step 1

The results of the study of the conditions and necessary needs of the development of a growth mindset to strengthen the learning management of primary school teachers under the Office of the Basic Education Commission.

The overall current condition is moderate. The most average aspect was the motivational aspect of success, followed by the learning challenge and the least average aspect was the learning effort. When considering the desirable condition, it was found that:

The overall desirable condition is at a large level. The most average aspect was learning challenge, followed by failure acceptance and learning effort, and the least average aspect was motivation for success.

The essential need of developing a growth mindset to strengthen the learning management of primary school teachers under the Office of the Basic Education Commission, it is at the level of need for development ($PNI_{modified} = 0.414$) when prioritizing the need for development based on $PNI_{modified}$. The most common development needs to be felt ($PNI_{modified} = 0.453$), followed by acknowledgement of failures and errors in learning management ($PNI_{modified} = 0.440$), open-mindedness to criticism in learning management ($PNI_{modified} = 0.424$), challenges in learning management ($PNI_{modified} = 0.421$), development paradigm over time ($PNI_{modified} = 0.420$), and the lowest in motivation for others' achievements ($PNI_{modified} = 0.329$), respectively. The results of the analysis are shown in Table 1.

Table 1. The mean, standard deviation of current & desirable conditions for developing a growth mindset to strengthen the learning management of primary school teachers under the Office of the Basic Education Commission by considering components and indicators

Components / Indicators	Degree of success (D)		Average order	Important (I)		Average order	PNI modified (I-D/D)	Order of importance
	\bar{X} S.D.	Interpret the results		\bar{X} S.D.	Interpret the results			
1. Paradigm aspects of ever-evolving	3.11 (0.88)	moderate	4	4.41 (0.55)	high	5	418.0	5
1.1 A self-belief that potential can be developed	3.13 (0.84)	moderate	2	4.42 (0.55)	high	3	0.414	((4
1.2 An understanding of the mindset, beliefs and perspectives towards oneself	3.00 (0.87)	moderate	5	4.39 (0.53)	high	4	0.465	((2
1.3 A shift in one's perspective on growth thinking and positive attitudes	3.02 (0.91)	moderate	4	4.43 (0.56)	high	2	0.468	((1
1.4 A positive communication with oneself and learners.	3.11 (0.93)	moderate	3	4.45 (0.58)	high	1	0.432	((3
1.5 A love of lifelong learning	3.29 (0.85)	moderate	1	4.37 (0.52)	high	5	0.329	((5
2 Learning management challenges	3.16 (0.98)	moderate	2	4.49 (0.53)	high	1	421.0	4
2.1 Exposure to challenges	3.17 (0.97)	moderate	3	4.45 (0.51)	high	3	0.404	(3)
2.2 Setting learning management goals	3.07 (0.97)	moderate	4	4.54 (0.54)	highest	1	0.482	(1)
2.3 Courage to face problems and obstacle	3.17 (0.99)	moderate	2	4.50 (0.54)	high	2	0.419	(2)
4.2 Moving beyond comfort zones to thought growth area	3.22 (0.97)	moderate	1	4.45 (0.52)	high	4	0.381	(4)
3. Acknowledging failures and mistakes in learning management	3.10 (1.03)	moderate	5	4.46 (0.52)	high	3	439.0	2
3.1 Accept and learn from mistakes	3.05 (1.02)	moderate	3	4.40 (0.51)	high	3	0.446	(1)
3.2 Be brave in the face of failure	3.09 (1.05)	moderate	2	4.46 (0.52)	high	2	0.442	(2)
3.3 Use the power of the word "yet" to manage learning	3.16 (1.01)	moderate	1	4.53 (0.54)	highest	1	0.432	(3)
4. Efforts to manage learning	3.13 (0.95)	moderate	3	4.45 (0.54)	high	4	425.0	3
4.1 Dedication of time to learning management	3.15 (0.91)	moderate	2	4.44 (0.54)	high	2	0.414	((3

Components / Indicators	Degree of success		Average order	Important		Average order	PNI modified (I-D/D)	Order of importance
	\bar{X}	Interpret the results		\bar{X}	Interpret the results			
	S.D.			S.D.				
4.2 Cultivating the effort and potential of the brain can be developed	3.15 (0.93)	moderate	1	4.44 (0.53)	high	3	0.411	((2
4.3 Focusing on effort and process	3.09 (1.01)	moderate	3	4.49 (0.54)	high	1	0.457	((1
5. Open-mindedness to criticism in learning management	3.07 (0.61)	moderate	6	4.46 (0.38)	high	2	453.0	1
5.1 Being open to criticism and listening to other people's opinions.	2.85 (0.91)	moderate	3	4.44 (0.57)	high	3	0.559	(1)
5.2 Providing feedback in learning management	3.23 (0.92)	moderate	1	4.49 (0.57)	high	1	0.391	(3)
5.3 Providing constructive feedback in the learning management process	3.14 (0.93)	moderate	2	4.46 (0.56)	high	2	0.422	(2)
6. Inspiring others' success	3.23 (1.03)	moderate	1	4.29 (0.53)	high	6	329.0	6
6.1 Being open to the achievements of others	3.21 (1.03)	moderate	2	4.29 (0.53)	high	2	0.337	((2
6.2 Finding other people's achievements to inspire	3.31 (1.05)	moderate	1	4.32 (0.56)	high	1	0.307	((3
6.3 Empowering learners with the opportunity to succeed in learning	3.16 (1.02)	moderate	3	4.25 (0.50)	high	3	0.344	((1
Overview	3.13 (0.91)	Moderate		4.43 (0.51)	High		414.0	

Note. n = 427.

Step :2

Guidelines for developing a growth mindset to strengthen learning management of primary school teachers under the Office of the Basic Education Commission. The informants are 5 highly qualified teachers by purposive sampling was conducted using the research method Qualified teachers with Best Practice.

Results of analysis of approaches to develop a growth mindset to strengthen learning management of primary school teachers. Provide suggestions for answering open-ended questions from interviews and assessments of the appropriateness and feasibility of draft development approaches, as well as expert suggestions. Therefore, the researcher proposes guidelines for developing a growth mindset of teachers at Wat Bang Khun Thian Nok School. Development approaches are selected based on the need for development with an index not lower than 0.30.

A growth mindset to strengthen teachers' learning management that should develop in all 6 aspects consists 20 development approaches as follows

Aspect 1: Paradigm aspects of ever-evolving should be developed with 3 approaches: 1) providing knowledge and understanding about the components and procedures of having a development paradigm, 2) allowing teachers to have a development paradigm that can be applied in learning management, 3) allowing teachers to evaluate, improve and develop a development paradigm.

Aspect :2 Learning management challenges should be developed with 4 approaches: (1 requiring schools to give teachers the opportunity to try new things and make mistakes, (2 being willing to try new approaches to creating this space. (3 see learning as part of the process, rather than succeeding or failing. (4 knowing the process Trial and error, experiencing challenges promote a sense of accomplishment.

Aspect :3 Acknowledging failures and mistakes in learning management should be developed with 3 approaches: (1 looking at mistakes is important and an opportunity for learning, 2) teachers can give students the opportunity to correct mistakes and correct tasks, (3 empowering them to recover from disappointment and still do so despite obstacles or disappointments.

Aspect 4: Efforts to manage learning should be developed in 3 ways: (1) emphasizing the value of effort and the importance of recognizing that students are trying to learn new material, (2) the teachers need a lot of dedication, time, and effort to manage learning, (3) the teacher should complement the process and effort is greater than results.

Aspect 5: Open-mindedness to criticism in learning management should be developed with 4 approaches: 1) seeing the process as part of criticism 2) participation in the process. 3) providing specific developmental feedback for improvement 4) creating opportunities for teachers to seek and use opinions that they deem valuable and meaningful

Aspect 6: Inspiring others' success should be developed through 3 approaches: (1) finding inspiration from success, (2) learning from role models by seeking inspiration from others' achievements, (3) inspiring by encouraging teachers to set up learning points about seeking inspiration from others' successes.

From the study of approaches to developing a growth mindset to strengthen learning management of primary school teachers under the Office of the Basic Education Commission, it was found that the workshop Operational integration Creating a professional learning community linked to the results of the need study to design a program covering all six elements. These include: 1) having a development paradigm, 2) learning challenges, 3) accepting failures, 4) learning efforts, 5) accepting criticism, 6) being inspired by success. According to the synthesis of theories and related documents obtained elements of the program consists of 7 components: 1) principles and reasons, 2) objectives, 3) program goals, 4) development content, 5) development methods, 6) development media, and 7) program measurement and evaluation. It is based on the principle of teacher development and learning in a 70: 20: 10 formats as a whole, and each element of the approach is appropriate and feasible to the greatest extent. This approach is essential for teachers to develop a growth mindset for students to be ready for the learning process and useful for teachers to perform their teaching duties more effectively. This results in truly quality learning management.

6. Discussions

The findings of this research have led to a discussion on the development of a growth mindset to strengthen the learning management of primary school teachers. In the following points:

Acceptance of criticism: According to the research, the current state of development of a growth mindset to strengthen learning management among primary school teachers. All aspects have a moderate average of current conditions. It is pointed out that the management and affiliated agencies are also promoting the development of a growth mindset to strengthen the learning management of primary school teachers. Not as much as it should be. Considering the results of the needs analysis, it is necessary to develop a growth mindset to strengthen the learning management of primary school teachers. By calculating the value PNI_{modified} . It was found that accepting criticism had the highest need ($PNI_{\text{modified}} = .4530$). However, the fact that people accept criticism, research has shown that it gives a chance of success. In the long run, these findings are consistent with the research of C. S. Dweck (2006). The concept of growth mindset has been developed from the theory of personal beliefs (Implicit Theories) through various studies over the past 10 years that demonstrate the importance and influence of the mindset on human behavior and success or not of man by a person who does not give up easily, have the power to recover from failure, be able to endure obstacles and work hard until success in various things, work & lifestyle. These are more likely to succeed than those who don't try or abandon their goals when they encounter obstacles and disappointments along the way.

Consequently, if school administrators or affiliated agencies want to develop a growth mindset for teachers, they should consider their efforts in learning management as a priority. It is also found that the development paradigm should be developed over time. Learning Management Challenges in Accepting Failures and Mistakes in Learning Management The open-minded side accepts criticism in the management of learning. Inspiration from the success of others because of the high demand (PNI_{modified} not lower than 0.32) compliant with (Chan, 2012; Dweck, 2012; O'Rourke et al., 2014) sees such attributes as an important attribute of people with a growth mindset. As for the growth mindset of teachers (Goldstein & Brooks, 2007). It has been said that it is a belief, an idea. The views are as follows: (1) recognizing that developing a growth mindset will affect learners in the long run, (2) recognizing that care. Build discipline, create a positive atmosphere, safe learning. This includes creating challenging situations for learners to learn by adapting their patterns. (3) Belief that learners want to succeed and wish to participate in learning activities. If the teacher gives the learner a sense of ownership of the learning, it will affect their personal development and motivation for their development. (4) Recognizing that shyness and fear of mistakes are the main obstacles to learning, therefore, one must adjust one's perspective, beliefs, and way of thinking to be courageous by experiencing difficult situations, challenging learning motivation, and

developing students' abilities. (5) Recognizing that building good relationships between teachers and parents and colleagues because it greatly facilitates learners' learning. Heggart (2015) said that the development of a growth mindset on teachers' teaching in the organization's professional development process is discussed as having four key approaches: (1) model-based learning, (2) learning from experiencing new difficult and challenging things, (3) providing sufficient time for reflection on past thoughts, and (4) providing sufficient time for reflection on past thoughts continuous and consistent feedback during the process (Anderson, 2016) refer to guidelines for developing a growth mindset for teachers are proposed as follows: (1) to recognize their level of mindset, (2) to create a new mindset that grows by stimulating and questioning themselves, (3) finding appropriate approaches to develop new growth mindsets, (4) experimenting with the implementation of guidelines with the help of highly experienced persons, and (5) constantly checking the results to adjust the guidelines accordingly. Brock and Hundley (2016) claim that for learning and self-development to have a growth mindset of teachers. There are development guidelines that can be carried out in parallel with normal operations: 1) Keep an open mind, listen and seek new ideas, 2) Communicate students' learning progress to parents creatively, 3) Invent new learning management methods that make learners learn the best, 4) Strengthen students' chances of learning success, 5) Learn and develop from peers and professionals, 6) Improve and develop learning activities that are best and suitable for each individual learner, 7) Motivate students to be inspired to learn and develop themselves, 8) Build confidence that learners can learn and succeed.

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Recommendation

1. Development of a growth mindset to strengthen the learning management of primary school teachers. Each education must be adapted to the context of each school. Basic information of each school should be studied thoroughly and comprehensively because primary schools under the Office of the Basic Education Commission are quite different conditions and contexts.
2. Understanding should be established in the development of a growth mindset as well as basic principles. This includes raising awareness of developing a growth mindset through group discussions and educational training.
3. The development of a growth mindset to strengthen learning management should first begin with the development of teachers at the primary school level in order to build knowledge and understanding, and can be used to develop learners at the primary level to cultivate a growth mindset in students.
4. The success of developing a growth mindset to strengthen learning management depends on the collective collaboration of teachers, administrators, supervisors, students, parents and communities.

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Competing interests

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Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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